



Robertson County Schools
Social Studies Pacing Guide
Grade 6
2019

6 | SIXTH GRADE SOCIAL STUDIES

World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire

Course Description: Sixth grade students will study the beginnings of early civilizations through the fall of the Western Roman Empire. Students will analyze the cultural, economic, geographical, historical, and political foundations for early civilizations, including Mesopotamia, Egypt, Israel, India, China, Greece, and Rome. The sixth grade will conclude with the decline and fall of the Western Roman Empire. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th or 7th grade.

This course will be the students' first concentrated survey of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the development of government, including the beginning of democratic practices.

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee TCA—Tennessee Code Annotated: These standards are legally required to be taught.

Content Strands

Content strands are found alongside the content standards and guide a teacher’s instruction in the classroom. The standards are focused on seven disciplines of social studies and represent a way of categorizing knowledge about the human experience. The content strands help to organize the various themes of social studies instruction from kindergarten through high school, at age-appropriate levels. The content strands can be viewed below in Table 4. For ease of reference, the content strands and corresponding codes are posted at the bottom on each page of the standards document.

| Content Strand Code | Content Strand Title | Content Strand Definition |
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| C | Culture | Students will use culture and cultural diversity to understand how human beings create, learn, share, and adapt to culture and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others. |
| E | Economics | Students will use economic reasoning skills and knowledge of major economic concepts, issues, and systems to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world. |
| G | Geography | Students will use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world. Students will use knowledge of perspectives as well as practices and products of cultural, ethnic, and social groups to analyze the impact of their commonality and diversity within local, national, regional, and global settings. |
| H | History | Students will use materials drawn from the diversity of the human experience to analyze and interpret significant events, patterns, and themes in the history of Tennessee, the United States, and the world. |
| P | Politics/ Government | Students will use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare. Students will use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system. |
| T | Tennessee | Tennessee Students will use materials drawn from various sources to explore history through a Tennessee lens while focusing on the events, patterns, and themes that impacted both the U.S. and |

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| | | Tennessee. |
| TCA | Tennessee Code Annotated | Students will learn mandatory content, as specified in the Tennessee Code Annotated (i.e., state law). |

Grades 6-8

Social Studies Practices

Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

| Practice Number | Social Studies Practice |
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| SSP.01 | Collect data and information from a variety of primary and secondary sources, including: <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, photographs, artwork) ● Artifacts ● Media and technology sources |
| SSP.02 | Critically examine a primary or secondary source in order to: <ul style="list-style-type: none"> ● Extract and paraphrase significant ideas and relevant information ● Distinguish the difference between fact and opinion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and bias ● Assess the strengths and limitations of arguments |
| SSP.03 | Synthesize data from multiple sources in order to: <ul style="list-style-type: none"> ● Recognize differences among multiple accounts |

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| | <ul style="list-style-type: none"> ● Establish validity by comparing and contrasting multiple sources ● Frame appropriate questions for further investigation |
| SSP.04 | <p>Construct and communicate arguments citing supporting evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions |
| SSP.05 | <p>Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present |
| SSP.06 | <p>Develop a geographic awareness by:</p> <ul style="list-style-type: none"> ● Using the geographic perspective to determine relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global). ● Determining the use of diverse types of maps based on their origin, structure, context, and validity ● Analyzing locations, conditions, and connections of places and using maps to investigate spatial relationships ● Analyzing interaction between humans and the physical environment ● Examining how geographic regions and perceptions of regions are fluid across time and space |

6th Grade Social Studies First Nine Weeks: Human Origins through Ancient Egypt

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| Foundations of Human Civilization: c. 10,000-3500 BCE | | | | | | |
| Overview: Students will learn proper time designations and analyze the development and characteristics of civilizations, including the effects of the Agricultural Revolution. | | | | | | |
| Enduring Understanding(s) | | | Essential Question(s) | | | |
| <p>Growth of a civilization depends on the enduring stability of its people and their ability to utilize resources.</p> <p>Key characteristics of civilizations are: culture, government, religion, social structure, stable food supply, technology, and writing</p> | | | <p>How do people use their resources to solve problems?</p> <p>How can we utilize natural resources to benefit people/society?</p> | | | |
| Academic Vocabulary | | | | | | |
| Agricultural Revolution | archaeologist | artifact | culture | domestication | East Africa | hunter-gatherer |
| Land bridge | Neolithic | nomad | Old Stone Age | Paleolithic | specialization | technology |

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| Standards | Suggested Student Friendly “I Can” Statements |
| <p>6.01 Identify the meaning of time designation and abbreviations used by historians, including: (H)</p> <ul style="list-style-type: none"> ● BC / BCE ● AD / CE ● Circa (c. or ca), decades, centuries | <p>I can identify the designations for time dating by creating a timeline vertically and horizontally using BC, BCE, AD, and CE, and order events of the past.</p> <p>I can define the designations for time dating, including: circa, decade, century, and millennial (millennium).</p> |

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| <p>6.02 Describe the characteristics of the nomadic hunter-gatherer societies, including their use of: (C, H)</p> <ul style="list-style-type: none"> ● basic hunting weapons ● fire ● shelter ● other tools | <p>I can identify the characteristics of the nomadic hunter-gatherer (Paleolithic) society, including their use of:</p> <ul style="list-style-type: none"> ● basic hunting weapons ● fire ● shelter ● other tools |
| <p>6.03 Explain the impact of the Agricultural Revolution, including: (C, E, G, H)</p> <ul style="list-style-type: none"> ● barter economy ● domestication of plants and animals ● emergence of permanent settlements ● food surpluses ● labor specialization ● new sources of clothing and shelter | <p>I can define the Agricultural Revolution (Neolithic) and cite examples of the impact farming had on societies, including:</p> <ul style="list-style-type: none"> ● development of a barter economy ● domestication of plants and animals ● emergence of permanent settlements ● food surpluses ● labor specialization ● new sources of clothing and shelter |
| <p>6.04 Identify and explain the importance of the following key characteristics of civilizations: (C, E, G, H, P)</p> <ul style="list-style-type: none"> ● culture ● government ● religion ● social structure ● stable food supply ● technology ● writing | <p>I can describe the basic components of civilization, including:</p> <ul style="list-style-type: none"> ● culture ● government ● religion ● social structure ● stable food supply ● technology ● writing <p>I can summarize the ways these common characteristics create a unique society</p> |

| Ancient Mesopotamia: c. 3500-1700 BCE | |
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| Overview: Students will analyze the geographic, political, economic, and cultural structures of the civilization of ancient Mesopotamia. | |
| Enduring Understanding(s) | Essential Question(s) |
| <p>Early civilizations developed along rivers to support farming.</p> <p>Early civilizations influence and impact later civilizations.</p> | <p>How did early civilizations influence future civilizations?</p> <p>What is the need for law in society?</p> <p>Why do stable societies need to settle near rivers?</p> |
| Academic Vocabulary | |
| <p>artisan empire theocracy</p> | <p>barter export ziggurat</p> |
| <p>bronze import</p> | <p>city-state irrigation</p> |
| <p>civilization metallurgy</p> | <p>code of laws monarchy</p> |
| | <p>cuneiform polytheism</p> |

| Standards | Suggested Student Friendly “I Can” Statements |
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| <p>6.05 Identify and locate geographical features of ancient Mesopotamia including: (G)</p> <p>● Black Sea ● Euphrates River ● Mediterranean Sea ● Persian Gulf ● Tigris River ● Zagros Mountains</p> | <p>I can identify and map geographic features surrounding ancient Mesopotamia, including:</p> <p>● Black Sea ● Euphrates River ● Mediterranean Sea ● Persian Gulf ● Tigris River ● Zagros Mountains</p> |

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| <p>6.06 Explain how geographic and climate features led to the region being known as the Fertile Crescent. (G, H)</p> | <p>I can summarize how the geography and climate led to the region referred to as the Fertile Crescent.</p> |
| <p>6.07 Explain how irrigation, silt, metallurgy, production of tools, use of animals, slave labor, and inventions such as the wheel, sail, and plow led to advancements in agriculture. (C, E, H)</p> | <p>I can describe the effects of different inventions and systems that helped to develop advancements in agriculture including irrigation, silt, metallurgy, production of tools, use of plants and animals, slave labor, and inventions (the wheel, sail, and plow).</p> |
| <p>6.08 Analyze how advancements in agriculture in Sumer led to economic growth, expansion of trade and transportation, and the emergence of independent city-states. (C, E, G, H, P)</p> | <p>I can create a sequence to show the agricultural advancements in Sumer and explain the effects of each, including economic growth, expansion of trade and transportation, and the emergence of independent city-states.</p> |
| <p>6.09 Explain the basic concepts of monarchy and empire and identify Mesopotamia as the regional location of the world's first empire. (G, H, P)</p> | <p>I can define the basic concepts that make up a monarchy and empire and identify Mesopotamia as the location of the world's first sustained empire.</p> |
| <p>6.10 Explain the concept of polytheism and its presence in Mesopotamia, with respect to beliefs about the relationship of deities to the natural world and their importance in everyday life. (C, H)</p> | <p>I can define polytheism and give examples of the presence of polytheism in Mesopotamia. I can cite evidence of the beliefs about the relationship of deities</p> |

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| <p>6.11 Identify the important achievements of the Mesopotamian civilization, including cuneiform, clay tablets, and ziggurats, and identify the Epic of Gilgamesh as the oldest written epic. (C, E, H)</p> <p>6.12 Analyze the impact of the introduction of written law in the Code of Hammurabi and explain its basic principles of justice. (C, E, H, P)</p> | <p>in the natural world and their importance in everyday life in Mesopotamia.</p> <p>I can identify the important achievements of Mesopotamian civilization including the development of cuneiform, clay tablets, and ziggurats. I can identify the Epic of Gilgamesh as the oldest written epic.</p> <p>I can cite textual evidence to identify the introduction of the rule of law in the Code of Hammurabi and draw inferences from the text to explain the role as a means of justice.</p> |
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| Ancient Egypt: c. 3000-700 BCE | | | |
| Overview: Students will analyze the geographic, political, economic, and cultural structures of ancient Egypt. Along with understanding the basic needs for humans and settling in places with an abundance of resources, ancient Egypt focuses on hierarchies, a variety of leadership and both monotheistic and polytheistic religion. | | | |
| Enduring Understanding(s) | | Essential Question(s) | |
| Religion can be affected by a leader. | | What aspects of society can a leader affect? | |
| Academic Vocabulary | | | |
| cataracts | monotheism | polytheism | social hierarchy |
| deities | mummification | pyramid | Sphinx |
| dynasty | papyrus | Rosetta Stone | theocracy |
| hieroglyphics | pharaoh | sarcophagus | |

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| Standards | Suggested Student Friendly “I Can” Statements |
| <p><u>Ancient Egypt: c. 3000-700 BCE</u></p> <p>6.13 Identify and locate geographical features of ancient Egypt, including: (G, H)</p> <ul style="list-style-type: none"> ● Mediterranean Sea ● Nile Delta ● Nile River ● Red Sea ● The regions of Upper and Lower Egypt ● The Sahara | <p>I can identify and map geographical features surrounding ancient Egypt, including the Mediterranean Sea, Nile Delta, Nile River, Red Sea, Upper and Lower Egypt, as well as the Sahara.</p> <p>I can recognize and explain why Egyptians settled along the Nile River and the connection to the geographic terms of Upper and Lower Egypt.</p> |

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| <p>6.14 Explain how agricultural practices impacted life and economic growth in ancient Egypt, including the use of irrigation and development of a calendar. (C, E, G, H)</p> | <p>I can outline the agricultural practices used in ancient Egypt and describe the impact on life and economic growth, including the use of irrigation and the development of a calendar.</p> |
| <p>6.15 Explain the structure of ancient Egyptian society, including: (C, E, H, P)</p> <ul style="list-style-type: none"> ● relationships between groups of people ● how social classes were organized by occupation ● positions of pharaohs as gods/kings ● role of slaves | <p>I can create a visual representation and use it to describe the structure of Egyptian society, including relationships between groups of people, how the classes were organized by occupation, positions of pharaohs as gods/kings, and the role of slaves.</p> |
| <p>6.16 Explain the polytheistic religion of ancient Egypt, with respect to beliefs about the afterlife, the reasons for mummification, and the use of pyramids. (C, H)</p> | <p>I can identify the polytheistic religion of the ancient Egyptians and describe the beliefs about the afterlife, reasons for mummification, and the use of pyramids by citing evidence from informational texts.</p> <p>I can identify the development of ancient Egypt during the Old, Middle, and New Kingdoms.</p> |

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| <p>6.17 Analyze the impact of key figures from ancient Egypt, including: (C, E, H, P)</p> <ul style="list-style-type: none"> ● growth under the leadership of Queen Hatshepsut and her economic policies ● Ramses the Great's military conquests leading to growth of the kingdom ● significance of the discovery of Tutankhamun's tomb on the understanding of ancient Egypt | <p>I can create a horizontal timeline identifying the time periods of ancient Egyptian kingdoms and evaluate the significance of key figures, including:</p> <ul style="list-style-type: none"> ● Menes ● Hyksos invasion ● Tutankhamun ● Ramses The Great ● Khufu (Cheops) ● Ahmose ● Queen Hatshepsut |
| <p>6.18 Analyze the achievements of ancient Egyptian civilization, including: hieroglyphics, papyrus, and the pyramids and Sphinx at Giza. (C, E, G, H)</p> | <p>I can examine ancient Egyptian artifacts and identify the lasting impact of these ancient achievements had on Egyptian civilizations, including:</p> <ul style="list-style-type: none"> ● hieroglyphics ● the pyramids and Sphinx at Giza ● papyrus |
| <p>6.19 Examine the cultural diffusion of ancient Egypt with surrounding civilizations through trade and conflict, including its relationship with Nubia. (C, E, G, H, P)</p> | <p>I can define the concept of cultural diffusion and create a visual representation to explain interactions between ancient Egypt and surrounding civilizations (Mesopotamia, Nubia, Red Sea trade groups).</p> <p>I can summarize changes in ancient Egypt that resulted from cultural diffusion with surrounding civilizations through trade.</p> |

6th Grade Social Studies Second Nine Weeks: Israel, India and China

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| Ancient Israel: c. 2000-500 BCE | | | |
| Overview: Students will analyze the geographic, political, economic, and cultural structures of ancient Israel. Students will learn how religion affects society or a group of people when moving from a polytheistic nation to forming their own monotheistic civilization. | | | |
| Enduring Understanding(s) | | Essential Question(s) | |
| As cultures interact, power can shift from one group to another. Religion has an impact on civilizations. | | How can religious views guide and impact a society? How can the interaction of cultures lead to shifts of power? | |
| Academic Vocabulary | | | |
| Abraham | exodus | Hebrew Bible | migration |
| Babylonian Captivity | expulsion | Israel and Judah | monotheism |
| Covenant | famine | Israelites | prophet |
| diaspora | Hebrews | Judaism | Ten Commandments |
| ethics | | | Torah |

| Standards | Suggested Student Friendly “I Can” Statements |
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| 6.20 Identify and locate geographical features of ancient Israel, including: (G) | I can identify and map geographic features of ancient Israel, including: |
| <ul style="list-style-type: none"> ● Dead Sea ● Jordan River ● Red Sea | <ul style="list-style-type: none"> ● Dead Sea ● Jordan River ● Red Sea |
| <ul style="list-style-type: none"> ● Jerusalem ● Mediterranean Sea ● Sinai Peninsula | <ul style="list-style-type: none"> ● Jerusalem ● Mediterranean Sea ● Sinai Peninsula |

6.21 Describe the development of the ancient Israelites and explain the reasons for their movements from Mesopotamia to Canaan (later called Israel), from Canaan to Egypt, and from Egypt back to Canaan. (C, G, H, P)

6.22 Describe the origins and central features of Judaism: (C, G, H, P)

- Key Persons: Abraham, Moses
- Sacred Text: The Tanakh (i.e. Hebrew Bible)
- Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility

6.23 Identify the importance of Saul as the first king of Israel, David as the second king who founded Jerusalem as the capital, and Solomon as the third king who built the first temple.

(C, G, H, P)

I can map the migrations of the ancient Israelites and explain the reasons they moved from Mesopotamia to Canaan, from Canaan to Egypt, and from Egypt back to Canaan (later called Israel).

I can identify the roles of Abraham and Moses and describe their contributions in developing the Hebrews into a nation of people referred to as Israelites.

I can cite textual evidence from The Tanakh (Hebrew Bible) to describe the central features of Judaism, including:

- monotheism
- the Ten Commandments
- individual worth and personal responsibility

I can compare and contrast the roles and major contributions of the kings of Israel, including:

- Saul as the first king
- David as the second king who founded Jerusalem as the capital
- Solomon as the third king who built the first Temple

6.24 Summarize the breakup of the Kingdom of Israel, Babylonian captivity, and the return of the Jews to their homeland under the Persian Empire. (C, E, G, H, P)

I can outline key events that led to the breakup of Israel into two kingdoms: Israel (Northern Kingdom) and Judah (Southern Kingdom), including:

- destruction of the Northern Kingdom (by Assyria)
- people of Judah become known as the Jews
- Babylonian captivity under Nebuchadnezzar II (New Babylon)
- Jews return to their homeland under Persian Empire

I can summarize what led to the capture of the Jewish people and the outcome of their time spent in Babylonian captivity.

I can describe what led to the return of the Jews to their homeland under the Persian Empire and explain the impact on the ancient Jews, including:

- destruction of the first Temple
- the end of Babylonian captivity
- Cyrus the Great granting permission for the Jews to return
- the rebuilding of the second Temple in Jerusalem

| Ancient India: c. 2500-400 BCE | |
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| Overview: Students will analyze the geographic, political, economic, and cultural structures of ancient India. | |
| Enduring Understanding(s) | Essential Question(s) |
| <p>Geographical barriers can help and hurt a civilization.</p> <p>Interaction between cultures affect a civilization.</p> <p>Religious beliefs affect the development of a society.</p> | <p>How can geographical barriers help or hurt a civilization?</p> <p>How can interaction between cultures affect a civilization?</p> <p>How can religious beliefs affect the development of a society?</p> |
| Academic Vocabulary | |
| <p>Buddhism</p> <p>caste</p> <p>dharma</p> <p>guru</p> | <p>Hindu-Arabic numerals</p> <p>Hinduism</p> <p>isolation</p> <p>karma</p> <p>moksha</p> <p>nirvana</p> <p>reincarnation</p> <p>Sanskrit</p> <p>subcontinent</p> <p>Vedas</p> |

| Standards | Suggested Student Friendly “I Can” Statements |
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| <p><u>Ancient India: c. 2500-400 BCE</u></p> <p>6.25 Identify and locate geographical features of ancient India, including: (G)</p> <ul style="list-style-type: none"> ● Ganges River ● Indian Ocean ● monsoon winds ● Himalayan Mountains ● Indus River ● subcontinent of India | <p>I can identify and map geographical features surrounding ancient India, including the Ganges and Indus River, Himalayan Mountains, Indian Ocean, monsoon winds, and the subcontinent of India.</p> |

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| <p>6.26 Explain the emergence of the Harappan civilization in the Indus River Valley as an early agricultural civilization, and describe its achievements, including: (E, G, H, P)</p> <ul style="list-style-type: none"> ● Architecture built with bricks ● Arranging roads into a series of grid-systems ● Sanitation and sewer systems <p>6.27 Describe the social structure of the caste system and explain its effect on everyday life in ancient India. (C, E, H, P)</p> <p>6.28 Describe the origins and central features of Hinduism: (C, G, H, P)</p> <ul style="list-style-type: none"> ● Key Persons: origins of Aryan traditions ● Sacred Text: The Vedas ● Basic Beliefs: dharma, karma, reincarnation, and moksha | <p>I can recognize the importance of the Indus River and summarize how the Harappan civilization emerged in the Indus River Valley as an early agricultural civilization.</p> <p>I can describe the achievements of the Harappan civilizations, including architecture built with bricks, arranging roads into a series of grid-systems, sanitation, and sewer systems.</p> <p>I can create a visual representation of the social structure of ancient India and explain the effect the caste system had on everyday life.</p> <p>I can identify the origins of Aryan traditions and explain the influence they had on central features of Hinduism.</p> <p>I can identify the central teachings of The Vedas and summarize the important features of Hinduism which came from this sacred text. I can define dharma, karma, reincarnation, and moksha, and discuss their role to Hinduism.</p> |
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| <p>6.29 Describe the origins and central features of Buddhism: (C, G, H, P)</p> <ul style="list-style-type: none">● Key Person: Siddhartha Gautama (Buddha)● Sacred Text: Tripiṭaka● Basic Beliefs: The Four Noble Truths, The Eightfold Path <p>6.30 I can identify the long-lasting intellectual traditions that emerged during the late empire of ancient India, including: medical education, medical techniques, and mathematics (e.g. Hindu-Arabic numerals). (C, E, H)</p> | <p>I can create a narrative description of the life of Siddhartha Gautama (Buddha) and explain the influence his teachings had on central features of Buddhism.</p> <p>I can identify the role of the Tripiṭaka for a Buddhist:</p> <ul style="list-style-type: none">● rules for monks (discipline)● teachings and meditation techniques● songs and stories from the Buddha’s life (higher knowledge) <p>I can summarize the Four Noble Truths and Eightfold beliefs and identify their importance.</p> <p>I can explain the important ideas and achievements of the late empire of ancient India, including medical education, medical techniques, and mathematics, and describe the long-lasting impact.</p> |
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| Ancient China: c. 2500 BCE-200 CE | | | |
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| Overview: Students will analyze the geographic, political, economic, and cultural structures of ancient China. | | | |
| Enduring Understanding(s) | | Essential Question(s) | |
| Government styles and systems are often influenced by religion/philosophy. | | How do philosophical ideas influence and impact government systems? | |
| Geography can have a great impact on culture. | | How can isolationism positively and negatively impact a culture? | |
| Trade relationships can benefit all civilizations involved. | | Why does trade impact the relationships between different civilizations? | |
| Academic Vocabulary | | | |
| Calligraphy | isolation | Mandate of Heaven | Taoism |
| Confucianism | jade | oracle bones | Warring States Period |
| Cultural diffusion | Legalism | pictographs | Great Wall of China |
| Filial piety | | | |

| Standards | Suggested Student Friendly “I Can” Statements |
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| <p>6.31 Identify and locate geographical features of ancient China, including: (G)</p> <ul style="list-style-type: none"> ● Gobi Desert ● Pacific Ocean ● Yangtze River ● Himalayan Mountains ● Plateau of Tibet ● Yellow River | <p>I can identify and map geographical features surrounding ancient China, including the Gobi Desert, Himalayan Mountains, Pacific Ocean, Plateau of Tibet, Yangtze, and Yellow Rivers.</p> |
| <p>6.32 Analyze the influence of geographic features on the origins of ancient Chinese civilization in the Yellow River Valley and explain how China’s geography helped create a unique yet diverse cultural identity that was isolated from the rest of the world. (C, G, H)</p> | <p>I can identify and explain why the geography in the region led ancient Chinese civilizations to settle in the Yellow River Valley during the era of the Shang Dynasty.</p> |

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| <p>6.33 Describe how the size of ancient China made governing difficult and how the concepts of the Mandate of Heaven and Legalism emerged solutions to this problem. (C, G, H, P)</p> | <p>I can recognize which geographic features of China contributed to its isolation from the rest of the world and explain the consequences of this isolation.</p> <p>I can examine the geographic features of China to infer challenges of governing a region of this size in ancient times and find evidence to support my claim.</p> <p>I can compare and contrast the concepts of the Mandate of Heaven and Legalism and explain their purpose related to governing in ancient China.</p> |
| <p>6.34 Identify the political and cultural problems prevalent in the time of Confucius and how the philosophy of Confucianism and The Analects emphasized the concepts of kinship, order, and hierarchy to address these problems. (C, H, P)</p> | <p>I can identify the political and cultural problems present in society at the time of Confucius.</p> <p>I can cite textual evidence from the philosophy of Confucianism and excerpts from The Analects, including the concepts of kinship, order, and hierarchy as a way to address the political and cultural problems throughout China at this time.</p> |
| <p>6.35 Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi, beginning the Qin Dynasty. (C, E, G, H, P)</p> | <p>I can organize the significant policies and achievements of the emperor Qin Shi Huangdi into one coherent narrative or timeline.</p> <p>I can describe the impact Qin Shi Huangdi’s achievements and the construction of the Great Wall had in the unification of ancient China during the Qin Dynasty.</p> |

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| <p>6.36 Explain how the implementation of the philosophy of Confucianism led to the political success and longevity of the Han Dynasty. (C, E, H, P)</p> | <p>I can identify the role of Confucianism in contributing to the long-term political success of the Han Dynasty.</p> |
| <p>6.37 Explain the major accomplishments of the Han Dynasty, including: the magnetic compass, paper making, porcelain, silk, and woodblock printing. (C, E, G, H)</p> | <p>I can describe the technological advances made in ancient China during the Han Dynasty, including: the magnetic compass, paper making, porcelain, silk, and woodblock printing.</p> |
| <p>6.38 Describe how the desire for Chinese goods influenced the creation of The Silk Road and initiated cultural diffusion throughout Eurasia, including the introduction of Buddhism into ancient China. (C, E, G, H, P)</p> | <p>I can explain the impact of the demand for Chinese goods and cite evidence to support the significance of The Silk Road and its location during the period of the Han Dynasty.</p> <p>I can describe the cultural diffusion of Buddhism within China during the Han Dynasty.</p> |

6th Grade Social Studies Third Nine Weeks: Ancient Greece and Ancient Rome

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| <p>Ancient Greece: c. 800 BCE-300 BCE Overview: Students will analyze the geographic, political, economic, and cultural structures of ancient Greece including civil war leading to conquest by foreign invasions, lack of major rivers in Greece compared to previous civilizations and aspects of government centered around the people.</p> | | |
| Enduring Understanding(s) | | Essential Question(s) |
| <p>Geography impacts culture and daily life.</p> <p>Individuals can greatly shape the course of history.</p> <p>Groups of people can greatly shape the course of history.</p> <p>Culture can be reflected in art, religion, literature, architecture, etc.</p> | | <p>How can geography lead to establishment of colonies and trade routes?</p> <p>How do relationships between groups of people impact the entirety of society and history?</p> <p>In what ways do art, beliefs, and literature reflect in culture?</p> |
| Academic Vocabulary | | |
| <p>aristocracy</p> <p>colonies</p> <p>direct democracy</p> <p>Hellenistic Age</p> | <p>oligarchy</p> <p>Pantheon</p> <p>phalanx</p> | <p>polis</p> <p>representative democracy</p> <p>tenant farmers</p> <p>tyranny</p> |

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| Standards | Suggested Student Friendly “I Can” Statements |
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| <p>6.39 Identify and locate geographical features of ancient Greece, including: (G)</p> <ul style="list-style-type: none"> ● Asia Minor ● Athens ● Macedonia ● Mediterranean Sea ● Peloponnesian peninsula ● Sparta | <p>I can identify and map geographical features surrounding ancient Greece, including Asia Minor, Athens, Macedonia, Mediterranean Sea, Peloponnesian Peninsula, and Sparta.</p> |
| <p>6.40 Analyze how the geographical features of ancient Greece, including its mountainous terrain and access to the Mediterranean Sea, contributed to its organization into city-states, role in maritime trade, and colonies in the Mediterranean. (C, E, G, H, P)</p> | <p>I can recognize and describe how the geography in the region led civilizations of ancient Greece to organize into city-states and contributed to its role and methods in maritime trade, and colonization throughout the Mediterranean.</p> |
| <p>6.41 Examine the concept of the polis in Greek city-states, including the ideas of: citizenship, civic participation, and the rule of law. (C, H, P)</p> | <p>I can define the concept of the polis and explain the role of citizenship and civic participation in ancient Greek city-states.</p> <p>I can define the rule of law and distinguish its purpose.</p> |
| <p>6.42 Explain the basic concepts of direct democracy and oligarchy. (C, H, P)</p> | <p>I can relate the characteristics of Greek democracy which influenced the future of the United States system of government.</p> <p>I can describe the political structures of direct democracy and oligarchy.</p> |
| <p>6.43 Explain the characteristics of the major Greek city-states of Athens and Sparta, including: (C, E, G, H, P)</p> <ul style="list-style-type: none"> ● Advantages of each geographic location ● Approaches to education | <p>I can compare and contrast life in Athens and Sparta, including:</p> <ul style="list-style-type: none"> ● advantages of each geographic location ● approaches to education |

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| <ul style="list-style-type: none"> ● Practice of slavery ● Status of women ● Styles of government <p>6.44 Analyze the causes and consequences of the Persian Wars, including the role of Athens and its cooperation with Sparta to defend the Greek city-states. (C, H, P)</p> <p>6.45 Analyze the causes and consequences of the Peloponnesian Wars, including how the growing political conflict between Athens and Sparta led to war and left the city-states open to conquest by the Macedonians. (C, H, P)</p> <p>6.46 Explain the polytheistic religion of ancient Greece, with respect to beliefs about the humanlike qualities of the deities, their importance in everyday life, and the emergence of the Olympic Games to honor Zeus. (C, H)</p> | <ul style="list-style-type: none"> ● practice of slavery ● status of women ● styles of government <p>I can identify the causes and effects of the Persian Wars.</p> <p>I can explain the causes, course, and consequences of the Persian invasions of Greece, including:</p> <ul style="list-style-type: none"> ● Ionian Revolt ● Persian & Greek leaders ● Battle of Marathon ● 300 Spartans ● Peloponnesian & Delian Leagues ● Battle of Thermopylae & Salamis ● Battle of Plataea ● rise of Athens <p>I can analyze an excerpt of The Battle of Marathon by Herodotus to explain why the Greeks beat the Persians.</p> <p>I can identify the causes and effects of the Peloponnesian Wars and explain how the growing political conflict between Athens and Sparta led to war and left city-states open to conquest by the Macedonians (Philip II).</p> <p>I can identify the polytheistic religion of ancient Greece and describe the myths and stories, giving examples of humanlike qualities of Greek gods, goddesses and heroes, such as: Zeus, Hermes, Aphrodite, Athena, Poseidon, Artemis, Hades, and</p> |
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| <p>6.47 Explain the historical significance of ancient Greek literature, including how the Iliad and the Odyssey provide insight into the life of the ancient Greeks. (C, H)</p> <p>6.48 Examine the influence of ancient Greek philosophers (e.g. Aristotle, Plato, and Socrates) and their impact on education and society in Greece. (C, H, P)</p> <p>6.49 Describe the purposes of major Greek architecture, including the Parthenon and the Acropolis. (C, H, P)</p> | <p>Apollo and where and how we use their names today.</p> <p>I can compare and contrast the Titans with the Olympian gods and explain the surrounding Greek mythology.</p> <p>I can summarize the tradition of the Olympic Games and cite evidence to explain why they were instituted, and which sports they featured.</p> <p>I can identify the development of the alphabet (Phoenician, Greek, and Latin).</p> <p>I can describe the importance and cite textual evidence to support the impact ancient literature had in shaping Greek culture, including:</p> <ul style="list-style-type: none"> ● Aesop’s Fables ● The Iliad ● The Odyssey <p>I can identify the Greek philosophers and compare their ideas, including Aristotle, Plato, and Socrates. I can identify the influence ancient philosophers had in shaping Greek culture.</p> <p>I can use models to explain the purpose and function of Greek architecture, including the Parthenon and the Acropolis.</p> <p>I can identify challenges and changes that resulted from major architectural developments of ancient Greece and its influence on today’s architecture.</p> |
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| <p>6.50 Explain the unification of the Greek city-states by Macedonia and analyze the impact of Alexander the Great and the diffusion of Hellenistic culture. (C, E, G, H, P)</p> | <p>I can create a timeline to sequence the events that led to the unification of the Greek city-states by Macedonia.</p> <p>I can analyze the causes and effects of Hellenistic culture, including the spread and breakup of Alexander’s empire.</p> <p>I can identify Greek artifacts by pictorial representation and recognize its influence on objects present today.</p> |
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| <p>Ancient Rome: c. 500 BCE-180 CE Overview: Students will analyze the geographic, political, economic, and cultural structures of ancient Rome.</p> | |
| <p>Enduring Understanding(s)</p> | <p>Essential Question(s)</p> |
| <p>Geography impacts culture and daily life.</p> <p>Individuals can greatly shape the course of history.</p> <p>As empires grow, their government structures can change.</p> | <p>How can a civilization evolve throughout history from a kingdom, to a republic and to an empire?</p> <p>How do individuals impact the history of their civilizations?</p> <p>How does religion impact civilizations?</p> |
| <p>Academic Vocabulary</p> | |
| <p>Aqueduct Assembly Christianity Concrete Consul</p> | <p>crucifixion emperor forum gladiator Latin</p> |
| <p>mosaic patrician Pax Romana plebian republic</p> | <p>Romance languages senate veto</p> |

| Standards | Suggested Student Friendly “I Can” Statements |
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| <p>6.51 Identify and locate geographical features of ancient Rome, including: (G)</p> <ul style="list-style-type: none"> ● Constantinople ● Italian Alps ● Italian Peninsula ● Mediterranean Sea ● Rome ● Tiber River | <p>I can identify and map geographical features surrounding ancient Rome, including:</p> <ul style="list-style-type: none"> ● Constantinople ● Italian Alps ● Italian Peninsula ● Mediterranean Sea ● Rome ● Tiber River |
| <p>6.52 Analyze how the geographical location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond. (E, G, H, P)</p> | <p>I can identify the significance of the Tiber River and seven hills in shaping Roman society and explain how the geographic features of Rome contributed to its political and economic power in the Mediterranean region and the rest of the world.</p> |
| <p>6.53 Describe the government of the Roman Republic, including: (C, H, P)</p> <ul style="list-style-type: none"> ● Branches of government ● Checks and balances ● Civic participation ● Representative democracy ● The rule of law and the Twelve Tablets | <p>I can create a visual representation and use it to explain the governmental structure and guiding principles of the Roman Republic, including:</p> <ul style="list-style-type: none"> ● Branches of government ● Checks and balances ● Civic participation ● Representative democracy (Republic) ● The rule of law and the Twelve Tablets |

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| <p>6.54 Describe the class system of ancient Rome, including the role of patricians, plebeians, and slaves in Roman society. (C, E, H, P)</p> | <p>I can identify the class and gender divisions and create a visual representation to explain the social structure of ancient Rome, including the role of patricians, plebeians, and slaves.</p> |
| <p>6.55 Describe the characteristics of Julius Caesar’s rule, including: (C, E, G, H, P)</p> <ul style="list-style-type: none"> ● Leadership in the military ● Popularity amongst plebeians ● Role as a dictator for life ● Assassination | <p>I can identify how Julius Caesar’s influence on leadership in the military led to the transition from a Roman Republic to an empire.</p> <p>I can explain Julius Caesar’s popularity amongst plebeians and how they the influenced his ability to become a permanent dictator.</p> |
| <p>6.56 Analyze the influence of Augustus Caesar, including the establishment of the Roman Empire and its political, geographic, and economic expansion during the Pax Romana. (C, E, G, H, P)</p> | <p>I can explain the growth of the Roman Empire under Augustus Caesars, including the use of currency and trade routes during the Pax Romana.</p> |
| <p>6.57 Analyze how innovations in engineering and architecture contributed to Roman expansion, including the role of: (C, G, H, P)</p> <ul style="list-style-type: none"> ● aqueducts ● arches ● bridges ● The Colosseum ● domes ● roads ● sanitation | <p>I can explain the importance of engineering and architectural advances that led to Roman expansion, including:</p> <ul style="list-style-type: none"> ● aqueducts ● arches ● bridges ● The Colosseum ● domes ● roads ● plumbing and sanitation <p>I can identify challenges and changes that resulted from major engineering and architectural developments of ancient Rome and its influence on today’s architecture.</p> |

6.58 Explain the polytheistic religion of ancient Rome, with respect to beliefs about the humanlike qualities of the deities and their importance in everyday life. (C, H, P)

I can identify the polytheistic religion of ancient Rome and cite evidence to describe the beliefs about the humanlike qualities of the deities as well as their importance in everyday life. I can identify comparisons between the Roman gods and goddesses with those from Greek mythology, including:

- Jupiter – Zeus
- Mercury – Hermes
- Venus – Aphrodite
- Mars - Ares
- Neptune – Poseidon
- Saturn -Cronus
- Pluto – Hades
- Hercules -Heracles

6th Grade Social Studies Fourth Nine Weeks: The origins and rise of Christianity; TNReady Review

| Ancient Rome: c. 30 CE- 600 CE | |
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| Overview: Students will analyze the | |
| Enduring Understanding(s) | Essential Question(s) |
| Individuals can greatly shape the course of history. | How does religion impact civilizations? |
| All Christians share core beliefs that go back to Jesus of Nazareth. | How do new ideas change the way people live? |
| Academic Vocabulary | |
| apostle gospel martyr | parable resurrection salvation |

| Standards | Suggested Student Friendly “I Can” Statements |
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| <p>6.59 Describe the origins and central features of Christianity: (C, G, H, P)</p> <ul style="list-style-type: none"> ● Key Persons: Jesus, Paul ● Sacred Text: The Bible ● Basic Beliefs: monotheism, sin and forgiveness, eternal life, Jesus as the Messiah | <p>I can identify the origins and summarize the core beliefs of Christianity including:</p> <ul style="list-style-type: none"> ● monotheism ● the life, teachings, and contributions of Jesus ● the life, teachings, and contributions of Paul ● the belief in The Bible ● the concept of sin and forgiveness ● the belief in eternal life ● the belief in Jesus as the Messiah |

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| <p>6.60 Explain the expulsion of the Jews from their homeland by the Romans, which began the Jewish diaspora. (C, H, P)</p> | <p>I can sequence events around the expulsion of the Jews from their homeland beginning with the Jewish Diaspora.</p> <p>I can describe how Judaism survived the expulsion/dispersion of the Jews to other lands (the diaspora) and describe its effects on Judaism.</p> |
| <p>6.61 Explain the division of the Roman Empire into East and West and identify the later establishment of Constantinople as the capital by Constantine. (C, H, P)</p> | <p>I can create a timeline to sequence the significant events that led to division of the Roman Empire into East and West.</p> <p>I can describe the significance of the city of Constantinople being established as the capital by Constantine.</p> |
| <p>6.62 Analyze the fall of the Western Roman Empire, including difficulty governing its large territory, political corruption, economic instability, and attacks by Germanic tribes, and identify the continuation of the Eastern Roman Empire as the Byzantine Empire. (C, E, G, H, P)</p> | <p>I can identify reasons and major events that led to the decline of the Roman Empire, including the influence of important leaders.</p> <p>I can identify and explain the causes and effects of the fall of the Western Roman Empire, including:</p> <ul style="list-style-type: none"> ● difficulty governing its large territory ● political corruption ● economic instability ● attacks by Germanic tribes ● continuation of the Eastern Roman Empire as the Byzantine |

Source Credits:

Tennessee Department of Education Social Studies Standards

https://www.tn.gov/content/dam/tn/education/standards/ss/Social_Studies_Standards.pdf

Williamson County Schools Scope and Sequence for Social Studies <https://www.wcs.edu/district/departments/tla/scope-sequence/>

Metro Nashville Public Schools Scope and Sequence for Social Studies <https://ci.mnps.org/resources/48>